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ABSTRACT

This book discusses why professors and precollege teachers are not viewed as members of the same profession. Through their work is essentially the same, their conditions, status, and pay differ vastly. Professors have more training, do more research, and are mostly men, while school teachers are mostly women. There is a gradual accretion of efforts by school teachers to take charge of their practice. Chapter 1 discusses differences in the two professions. Chapter 2 assesses U.S. teachers and schools using results from available tests. Chapters 3 and 4 analyze the essential acts of teaching and fundamental questions that all teachers must answer, entering classrooms in cities and suburbs, kindergartens through colleges, to show teachers struggling to master their craft. Chapter 5 examines the modern origins of teaching, presenting one teacher's story (1890-1920). Chapter 6 discusses reforming teaching in the midst of social crisis, presenting the story of a teacher in 1960-1990. Chapter 7 examines teachers' struggle to take charge of their practice, noting the story of one school system (1987-1997). Chapter 8 describes the progress of this revolution throughout the United States Chapter 9 discusses teaching in 2020, arguing that the second revolution will not succeed unless teachers convince the public that they have the will and capacity to make judgments about who is fit to teach and who should be dismissed for incompetence. (SM)

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